



The Goodfellow Way



We TRAIN, DEVELOP and INSPIRE the Future Force



A Strategic Approach for Training and Development

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THE FUTURE FORCE

A STRATEGIC APPROACH FOR THE 17TH TRAINING WING

The “industrial” and “nuclear” ages are behind us. Artificial intelligence, machine learning, and other information technologies continue to reshape the strategic landscape, and near-peer competitors pose new challenges to the United States. We therefore must fundamentally re-imagine how we train and inspire the future force. To build readier, more lethal intelligence and fire professionals, we must move beyond the training methods we employed that have stagnated for the last three decades. We must re-frame our training efforts to rebuild the strategic advantage our nation depends upon. The future force must be trained and inspired to master much more than the discrete skills of an intelligence or fire professional. We must train and inspire a future force that is mission-centered, technically integrated, flexible, and aware of how our heritage helps shape our future.

This approach begins with a simple but profound recognition:

Learning begins and ends outside the classroom

In any given week, a student spends less than a quarter of his or her time in formal classroom settings. An Airman, Soldier, Sailor, or Marine comes into contact with more officers, enlisted, civilian, and community members in one week than with instructors. Downtime remains absolutely essential to the morale and welfare of any military professional. But this downtime also presents tremendous opportunities to further enhance the experience of everyone assigned to the wing. Not just the students. We seek to train and inspire the entire future force.

This approach recognizes the fundamental dignity each member of the wing brings to executing the mission. Central to our efforts is the “human weapon system,” which is made mission ready, and lethal in, and outside the classroom for the global warfighting enterprise. The 17th Medical Group and 17th Force Support Squadron offer a variety of physical, dietary, and mental health resources to ensure our students are ready to learn and to grow. From the 17th Civil Engineering and 17th Communications Squadrons, our mission support group enables training. But it is our partnerships that enhance training: our chaplains, defenders, medics, and so many others must have the resources they need to keep us spiritually healthy, medically fit, and safe. From the Presidio of Monterey and City of San Angelo to Fort Huachuca and Corry Station, our sisterservices and community partners must trust us to support them even as they support the men and women of the 17th Training Wing.

This approach provides a way ahead to more consciously leverage the advantages the broader wing community offers to train and inspire the future force. As we continue to connect with other members of our broad community, we must consciously grow the future force. We must think beyond the classroom, beyond students in training. We must develop all members of the wing while inspiring mutual trust with our broader community. This broad awareness of opportunities to enable our men and women to self-actualize is the *Goodfellow Way*. And as we each go forward into the world, we must carry what we have learned at Goodfellow to provide our nation the force it needs to maintain a robust national defense.



LETTER FROM THE 17TH TRAINING WING COMMANDER

Raiders:

The Strategic Approach for the 17th Training Wing is the result of nearly four months of research, conversation, analysis, and candid feedback. It builds upon decades of highly effective operations at Goodfellow Air Force Base, the Defense Language Institute Foreign Language Center, and other locations where we have trained tens of thousands of intelligence, surveillance, reconnaissance, and fire protection professionals. It serves as our North Star as we train and inspire the future force.



We undertake these efforts to ensure the most-effective possible training for the 14,000 Air Force, Joint, and International students we reach each year. But we are also driven to develop and inspire all permanent party assigned to the wing—instructors and staff, supporters and medics, military members and civilians alike. We also do these things for our community and our nation. We have the responsibility to develop every member of the wing, knowing they will take what they have learned far beyond Goodfellow.

This approach is a reality, thanks to the diligent efforts of so many men and women currently serving in the wing or supporting us from the community. I am deeply grateful to the many involved in this undertaking: our strategy team led by the Commander of the 17th Training Group; the men and women of the 17th Training Wing Staff Agencies, the 17th Medical Group, the 17th Mission Support Group, the 17th and 517th Training Groups; our San Angelo and Tom Green County partners, to include the Goodfellow Military Advisory Group, Angelo State University, Howard College, and San Angelo Independent School District. I also want to extend my personal thanks to the families of our students and permanent party members: without the support of your member, our efforts would be fruitless.

With this approach, we continue to make the 17th Training Wing and Goodfellow Air Force Base an assignment of choice by ensuring that we develop the force our nation needs. We will work with every teammate and every partner to shape a future the *Goodfellow Way*.

A handwritten signature in black ink, appearing to read 'A. Nazario', followed by a long horizontal line.

Andres R. Nazario, Colonel, USAF
Commander





THE STRATEGY PROCESS:

In the summer of 2019, the wing set out to scale, normalize, and sustain the transformative training methods we had implemented the previous year. A month into his tour as the new 17th Training Wing Commander, Colonel Andres Nazario charged the wing with taking a step back to more holistically understand the wing's mission. He asked his leadership team to consider how time outside the classroom affects what happens inside the classroom. He sketched a rudimentary vision for the wing in which Goodfellow is at the center of a network of training nodes geographically located with Air Force Major Commands. He hinted at a campus of the future that would serve as a national exemplar for training. As such, his subordinate commanders and senior leaders spent a month devoted to intense study, seeking to better understand the needs of our stakeholders so we could envision a training network to meet our stakeholders' needs. What we discovered was far more complex than anyone had envisioned.

To assist us in our efforts, we leveraged the talents of Austin-based Voltage Control, a consulting firm that led us through a design sprint. We sharpened our thinking even as our understanding of our stakeholders and their needs grew more complex. By the end of this effort, we had a prototype for this approach, nearly fifty pages of photographs, sketches, and text. We iterated upon this document, spending weeks in conversation with students and instructors, defenders and providers, community members and military dependents. We converged on ways to address our individual stakeholders' needs before diverging to widen our efforts to address our broader community's needs. This document represents a convergence of sorts.

But for this strategy to be effective, it must remain an open and "living" document, adapting to the fiscal and other resource realities on the ground. It must adopt best practices, new technologies, and remain mindful to the needs of our stakeholders. Above all, this Strategic Approach must remain always mindful of the needs of our ultimate stakeholders—the American people.



STRATEGY STATEMENTS

We TRAIN, DEVELOP and
INSPIRE the Future Force

VISION

Become the global hub
for lifelong learning and
development

VALUES

INTEGRITY
Respect for all

SERVICE
Culture of connectedness

EXCELLENCE
Readiness across
all domains

STRATEGIC APPROACH

Mission-Focused
Technologically Integrated
Flexibly Connected

“Learning begins and ends outside the classroom”



MISSION FOCUSED

Focus the entire wing on building the Global Knowledge Distribution Center (GKDC) our nation needs

Objective One: Identify resourcing requirements to build the GKDC.

Initiatives:

- A. Appoint a wing taskforce to work across groups, WSAs, and community stakeholders to establish lines of effort necessary to build the GKDC. (Example: establish the necessary communications infrastructure to instantly connect to Goodfellow from anywhere on the globe.)
- B. Establish GKDC milestones for each wing organization and stakeholder for 0-2 years, 2-5 years, and 5-10 years. (Examples: blended-learning courses—residential with online portions—for advanced courses within 0-1 years; establish MAJCOM-level 17 TRW detachments with 2-5 years.)
- C. Identify and address resourcing needs to align with these specific time-based milestones. (Example: identify—and obtain—necessary communications architecture within 2-3 years.)

Objective Two: Transform Goodfellow into a professional-development center of excellence.

Initiatives:

- A. Partner with Angelo State University to build degree-granting work-study programs for every member of Team Goodfellow. (Examples: BA/BS in intelligence/fire-protection studies for instructors; BA/BSN in medical administration/nursing for medics.)
- B. Engage with community leaders to enhance the already robust professional-development opportunities that exist between Goodfellow and San Angelo. (Example: endow the Doolittle Speaker series at Angelo State.)
- C. Identify and hire into key leadership positions professionals who possess both excellent operational histories and track records for developing the talents of others. (Example: consider former AU instructors for O-4 leadership positions.)

Objective Three: Establish Goodfellow as an Air Force leader for teaching and learning.

Initiatives:

- A. Partner with the State of Texas, local academic institutions, medical facilities, and industry to establish a Center for Teaching and Learning. (Example: Earn a DEAAG within two years to establish a center for instructors, students, and staff across the wing and our community)
- B. Establish reciprocal agreements with community medical practitioners to enhance learning and training among medical professionals. (Example: embed civilian providers in our MTF and military providers in civilian institutions to enhance the skills of these providers.)
- C. Build courses on teaching and learning to offer to U.S. and partner military members. (Example: offer residential and online on active learning and student success course to instructors, enlisted leaders, and commanders.)



TECHNOLOGICALLY INTEGRATED

Develop and execute an adaptable architecture to realize the Campus of the Future (COTF).

Objective Four: Identify and implement facility requirements for the COTF.

Initiatives:

- A. Appoint a wing taskforce to work across groups, WSAs, and community stakeholders to establish lines of effort necessary to build the future campus. (Example: identify facility needs and associated resourcing requirements.)
- B. Convene a board of advisors to create a coherent design language for the campus in terms of facilities. (Example: ensure that form follows function for buildings.)
Establish COTF milestones for each wing organization and stakeholder for 0-2 years, 2-5 years, and 5-10 years. (Example: updated campus plan within 0-2 years; identify—and obtain—necessary MILCON future-campus priorities within 3-5 years.)
- C. Identify and address additional resourcing and facility needs. (Ongoing.)

Objective Five: Identify and implement technology requirements for the COTF.

Initiatives:

- A. Appoint a wing taskforce to work across groups, WSAs, and community stakeholders to establish lines of effort necessary to connect the communication infrastructure for the future campus. (Example: establish the necessary communications infrastructure to instantly connect to Goodfellow from anywhere on the globe, whether for training, mission support, or medical care.)
- B. Convene a board of advisors to create a coherent design language for the virtual campus. (Example: ensure that form follows function consistently in online environments.)
- C. Establish COTF milestones for each wing organization and stakeholder for 0-2 years, 2-5 years, and 5-10 years. (Example: updated communications architecture plan within 0-2 years; fiber-optics and 5G infrastructure in place within 2-5 years.)



FLEXIBLY CONNECTED

Expand partnerships to enhance training, housing, and quality of life.

Objective Six: Expand defense partnerships to enhance training.

Initiatives:

- A. Appoint a Goodfellow task force to explore and seize opportunities to establish 17 TRW detachments collocated with the MAJCOMs, DRUs, and other major centers with large populations of intelligence professionals.
- B. Establish processes to rapidly respond to MAJCOM and DRU A2 demands for new/ additional training requirements. (Example: work to reduce the STRT process timeline while ensuring minimal interference to faculty, staff, and students.)
- C. Continue to work through AFSAT to expand residential, online, and blended training opportunities for international students.
- D. Work to develop residential, virtual, synchronous, and asynchronous training exercises with sister-service intelligence professionals.

Objective Seven: Expand public-private partnerships to enhance training, housing, and quality of life.

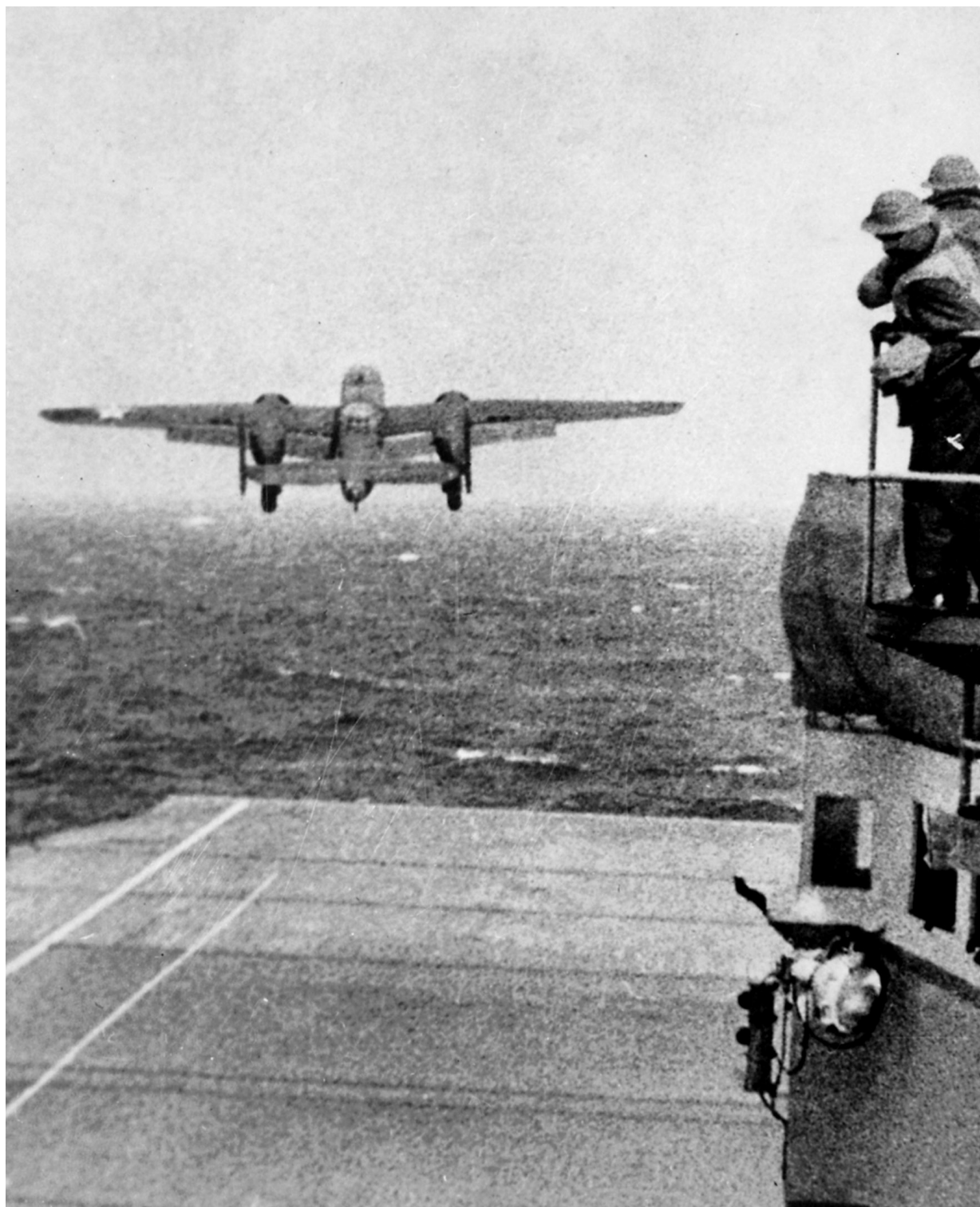
Initiatives:

- A. Appoint a community task force to explore and seize opportunities to build privatized housing on Goodfellow. (Example: privatized single-family homes and dormitories on campus.)
- B. Create a Goodfellow Endowment to allow the 17 TRW to legally accept gifts from public and private donors. (Example: follow the service academies' lead to provide Goodfellow formal instruments to fund buildings, scholarships, etc. with gift funds.)
- C. Establish a board of directors to establish a non-profit, public-private center on Goodfellow that offers low-fee, residential and online courses in teaching and learning, design thinking, human performance, etc. (Example: embed this with the Center for Teaching and Learning to align with mission focus.)
- D. Create opportunities for students across San Angelo to connect and grow together in shared, multipurpose social centers in San Angelo.

Objective Eight: Expand community partnerships to create opportunities to connect, grow, and go.

Initiatives:

- A. Partner with San Angelo Independent School District to build a K-12 magnet school for Goodfellow, dependents and community children. (Example: STEM-focused, classical education, or arts-focused.)
- B. Establish resourcing paths to fund GAFB-COSA fitness initiatives (Example: build a bike path between Goodfellow and San Angelo's athletic facilities lined with shared recreation and fitness parks.)
- C. Align all above initiatives (to include mission-focus and technically integrated objectives and initiatives) with the imperative for all GAFB members to have unlimited opportunities to connect, grow, and go.



HERITAGE/FUTURE

On 18 April 1942, Lt Col Jimmy Doolittle led the 17th Medium Bombardment group off the deck of the USS Hornet. The mission was as dangerous as it was innovative: sixteen B-25 aircrews flung themselves off a bobbing deck in a barren stretch of the Pacific and then flew unescorted to the main island of Japan. The attack on Tokyo, while of minimal tactical importance, was nevertheless a strategic boost to the morale of the United States in the first months of World War II. The Doolittle Raiders catalyzed the American spirit, which guided the United States and the Allies as they confronted and defeated the Axis powers of Asia and Europe. This spirit lives on in the 17th Training Wing, which ties its heritage directly to Doolittle and his Raiders.

Doolittle tied much of his success as an Airman and leader to the rigorous training and education he received while on active duty. He tied success to his physical fitness, his health, and the competence of the supporting agencies that enabled him to achieve mission success. For example, as a young man, Doolittle established a fitness routine that provided him the energy he needed to do so much. As a young officer, he sensed he had reached the limits of his abilities as a flyer and convinced the Army to send him to the Massachusetts Institute of Technology, where he earned a Master's degree in aeronautics and subsequently became the first American awarded a doctorate in Aeronautical Engineering.

In other words, Doolittle understood that future success depended on past preparation. This approach, as suggestive as it is—as responsive as it must be to train and inspire the future force in accordance with our nation's needs—is an outline for what we must begin doing today to win the future.

